

# SURVEY TOOLS

## TEACHER SURVEY TOOL

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At least once each year, teachers will be asked to complete a survey to indicate their implementation of ALM practices. This survey is built around the indicators as outlined in CTL's Adolescent Literacy Observation Tool, as well as the learning standards for the ALM.

## STUDENT SURVEY TOOL

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At least once each year, students will be asked to complete a survey about the presence of the ALM practices in their content classes. This survey is built around the indicators as outlined in CTL's Adolescent Literacy Observation Tool.

## RATING DESCRIPTORS

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- Never - none of the time
- Sometimes - less than half of the time
- Often - more than half of the time
- Always - all of the time

Survey Indicators	N	S	O	A
I include opportunities for all students to engage in <b>structured student-to-student dialogue</b> (e.g., Café Conversation, Give One-Get One, Paired Verbal Fluency, etc.) to build and/or deepen content knowledge.				
I include opportunities for all students to engage in deepening their understanding of <b>vocabulary in the context</b> of learning content (e.g., Frayer Model, Alphablocks, IWW, etc.)				
I include opportunities for all students to use <b>writing as a learning process</b> (e.g., Admit/Exit slips, DEOs, Placemat, graphic organizers, etc.).				
I intentionally select <b>grade-level texts</b> for my students to read and learn about content.				
I intentionally select a <b>variety of relevant content-specific print sources</b> (articles, fiction, charts, graphs, art, media, websites, etc.) for my students to read and learn about content.				
I integrate opportunities for all students to interact with text to <b>increase their comprehension</b> (e.g., Anticipation Guide, Reader Response, Text Coding w/ Margin Notes, etc.) <b>before-, during-, and after- reading.</b>				
I <b>strategically pair strategies within various subdomains</b> to enhance student learning.				
In my classroom, all <b>students have equitable access</b> to learning (classroom discussions, activities, resources, and support).				
I <b>model</b> how to use a strategy and <b>provide scaffolding</b> to support students in using strategies effectively.				
I plan for and use <b>open-ended, higher cognitive level questions</b> to engage students in learning about content.				
I engage in <b>questioning practices</b> that allow for think time, equitable opportunity, and constructive responses.				
I explain and make sure students understand the <b>success criteria</b> for their work.				
I provide <b>individualized formative and constructive feedback</b> to students during the learning process.				
Students have opportunities to use <b>feedback to revise</b> their work throughout the learning process.				
I intentionally teach, use, review, and expect students to use the <b>Thinking &amp; Learning Framework Practices.</b>				
I create conditions in my classroom where students <b>Build Community</b> (e.g. presume positivity, pause, actively listen and take notice).				
I create conditions in my classroom where students <b>Contribute Knowledge</b> (e.g. provide evidence, pose questions, clarify understanding, and share ideas).				
I create conditions in my classroom where students <b>Think Critically</b> (i.e. identify patterns, construct counterclaims, make inferences, and synthesize ideas).				

N = Never | S = Sometimes | O = Often | A = Always

Survey Indicators	N	S	O	A
I have the opportunity to <b>discuss</b> what I'm learning with other students in class.				
I have the opportunity to deepen my understanding of <b>vocabulary</b> about what I'm learning in class.				
I have opportunities to <b>write</b> during class to help me learn the content.				
I use different <b>reading strategies</b> to help me interact with, and understand what I read.				
We read <b>grade-level texts</b> in class that help us learn about content.				
We read a <b>variety of texts</b> (articles, fiction, charts, graphs, art, media, websites, etc.) in class that help us learn content.				
In this class, I <b>read, write, and talk</b> with others in ways that help me learn.				
In this class, we talk about <b>interesting things related to what we are learning.</b>				
My teacher <b>shows me how to use a strategy</b> before expecting me to use it on my own.				
My teacher <b>asks me questions</b> that make me think deeply about the content.				
My teacher gives me <b>time to think</b> before answering questions.				
My teacher expects the students in class to <b>explain their thinking</b> about what we are learning.				
My teacher explains and makes sure students understand the <b>success criteria for how our work will be assessed.</b>				
My teacher provides <b>individualized and specific feedback</b> about how I can make my work better.				
I have opportunities to use <b>feedback to revise/improve</b> my work throughout the learning process.				
In this class, we regularly use the practices in the <b>Thinking and Learning (T&amp;L) Framework</b> to Build Community, Contribute Knowledge, and Think Critically.				

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